



**Syllabus: De-Escalation:
Strategies for Best Possible
Outcomes (TTT)
3 days / 24 hours**

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Command Presence Training Course Syllabus

Course Title: De-Escalation: Strategies for Best Possible Outcomes (TTT)

Length of Presentation: Twenty four (24) Hours (Total)
(8 Hour End User) + (16 Hour Instructor)

Course Description: In light of several high-profile encounters between police and citizens, there has been an increased demand for enhanced police training and reform. There is an ongoing national discussion about the topic of de-escalation, with many calling for mandatory police training on the topic. The challenge is defining exactly what de-escalation is, and more importantly, how should it be trained to increase both public and officer safety?

This course is founded upon empirical research that provides officers with tools and tactics intended to achieve the most desirable outcomes during law enforcement encounters. This course was designed by law enforcement practitioners, for law enforcement practitioners. This course balances the need to effectively engage with people in crisis with the need for officers to keep themselves and others safe. This course recognizes that de-escalation goes far beyond just effective communication skills, but rather takes a holistic approach to creating circumstances where people in crisis can be afforded the opportunity to de-escalate themselves, when time and conditions permit.

This highly interactive, small group discussion-based training is focused on defining de-escalation (what it is and what it isn't), identifying people in crisis (through the innovative TEB Model), and enhancing decision-making when dealing with people in crisis. Through case study, video review, and "fishbowl" exercises, participants will leave the training with valuable skills to increase the probability of desirable outcomes during interactions with people in crisis.

Prerequisites: Participants in the Train The Trainer (TTT) Program must complete the 8 hour end-user training prior to admittance to the TTT training program. The 8 hour end-user course is open to any sworn law enforcement officer or other personnel with a demonstrated need for training.

Evaluation: To complete the Train the Trainer (TTT) Certification, participants will pass a written exam with 85% accuracy and deliver a graded Instructor-Led Presentation to their peers. Presentations will be extracted from the 8 hour end-user course and assigned to participants prior to program start.

Course Objective: Upon completion of this course, the learner will be able to explain what de-escalation is, distinguish between the types of calls involving persons in crisis, and respond to the call in a manner that affords the best chance for a desirable outcome.

Module 1 Objective – Defining De-Escalation: What it Is and What it Isn't: Upon completion of this module, the learner will develop a practical definition of the term “de-escalation” as it applies to law enforcement operations.

- a. Lesson 1 Objective: Introduction to De-escalation: Upon completion of this lesson, the learner will be able to define and identify the concepts “de-escalation” and “use of force” and the effects both have on public trust and officer safety.

- i. Enabling Performance Objectives

- 1. EPO#1 - Review current use of force in the national spotlight.
 - 2. EPO#2 - Provide a working definition of use of force.
 - 3. EPO#3 - Understand the negative effects on public trust the misuse of force creates.

- b. Lesson 2 Objective - Differentiating Between Multiple Definitions of “de-escalation”: Upon completion of this lesson, the learner will recall the myriad of “de-escalation” definitions.

- i. Enabling Performance Objectives:

- 1. EPO#1 - The three (3) truths about de-escalation.
 - 2. EPO#2 - Determine realistic expectations for de-escalation.
 - 3. EPO#3 - Review definitions of “de-escalation” from academia.
 - 4. EPO#4 - Review definitions of “de-escalation” from law enforcement practitioners.

- 2. Module 2 Objective - Emotional Intelligence: Knowing Yourself So That You Can Help Others: Upon completion of this module, the learner will be able to explain the difference between emotional intelligence and emotional management, as well as strategies to improve emotional management skills. The learner will be able to articulate the warning signs that their co-worker is about to engage in unethical or unlawful activities in performance of their duties and will understand their duty to intervene in such instances.

- a. Lesson 1 Objective: Why Is Emotional Intelligence Important: At the end of this lesson, the learner will discover the importance of emotional intelligence and its role in decision-making, reaction, and communication.

- i. Enabling Performance Objectives:

- 1. EPO#1 - See emotions as a reflection of one's mind.
 - 2. EPO#2 - Understand that emotions can be controlled.
 - 3. EPO#3 - Explain how emotions factor into decisions.

- b. Lesson 2 Objective: What Sets Me Off: At the end of this lesson, the learner will be able to articulate the trigger(s) that result in an inappropriate, emotional response.

- i. Enabling Performance Objectives:

- 1. EPO#1 - Conduct a self-evaluation.
 - 2. EPO#2 - Seek input from coworkers.

- c. Lesson 3 Objective: Strategies for Controlled Responses: At the end of this lesson, the learner will be able to list coping techniques to reduce inappropriate, emotional responses with strategies before the incident (Train the BEST ME) and during the encounter.
 - i. Enabling Performance Objectives:
 - 1. EPO#1 - Train - overlearning to automate responses.
 - 2. EPO#2 - Breathe - slowly and deeply.
 - 3. EPO#3 - Eat - nutrition as emotion control.
 - 4. EPO#4 - Sleep - rest for emotional discipline.
 - 5. EPO#5 - Team - establish a support system.
 - 6. EPO#6 - Mind - maintaining a proper attitude.
 - 7. EPO#7 - Exercise - working the body is good for the mind.
 - 8. EPO#8 - During - don't rush.
 - 9. EPO#9 - During - put your plan/training into practice.
- 3. Module 3 Objective - Persons in Crisis: A Law Enforcement Dilemma: Upon completion of this module, the learner will be able to discuss the challenges that responding to persons in crisis create for first responders.
 - a. Lesson 1 Objective: Introduction to the TEB Model: At the end of this lesson, the learner will be able to apply the concepts of the TEB Model to responding to persons in crisis situations.
 - i. Enabling Performance Objectives:
 - 1. EPO#1 - Distinguish between diagnosis vs. crisis intervention.
 - 2. EPO#2 - Distinguish between clear thought vs. contaminated thought.
 - 3. EPO#3 - Recognize the difference between high emotion vs. low emotion.
 - 4. EPO#4 - Articulate the difference between compliant behavior vs. non-compliant behavior.
 - 5. EPO#5 - Recognize indicators of officer-precipitated homicide.
 - b. Lesson 2 Objective: Legal Aspects of Responding to Persons in Crisis: At the end of this lesson, the learner will be able to recall legal requirements relating to handling persons in crisis.
 - i. Enabling Performance Objectives:
 - 1. EPO#1 - Classify the incident as crime or crisis.
 - 2. EPO#2 - Compare and contrast agency policy and community expectations.
 - 3. EPO#3 - Summarize required actions when dealing with medical issues.
 - 4. EPO#4 - Determine priority of life.
 - 5. EPO#5 - Interpret duty to intervene.
- 4. Module 4 Objective - Response Tactics for Best Possible Outcomes: Upon completion of this module, the learner will be able to utilize a variety of tactics

that are situationally-dependent and provide a higher probability of more desirable outcomes.

- a. Lesson 1 Objective: Evaluating Dispatched Calls (Mental Health Calls): At the end of this lesson, the learner will be able to evaluate calls including persons in crisis utilizing sources not including the person in crisis.
 - i. Enabling Performance Objectives:
 - 1. EPO#1 - Distinguish between information and intelligence.
 - 2. EPO#2 - Identify the need for backup units.
 - 3. EPO#3 - Additional Resources (CIT, other agencies)
- b. Lesson 2 Objective: The Four C's of De-escalation: At the end of this lesson, the learner will be able to explain the required elements necessary to attempt de-escalation activities.
 - i. Enabling Performance Objectives
 - 1. EPO#1 - Legal duty to act.
 - 2. EPO#2 - Contain - the movement of the person in crisis must be limited.
 - 3. EPO#3 - Control - the destructive activities of the involved party must be ended.
 - 4. EPO#4 - Contact - with the involved party should be attempted only after containment and control.
 - 5. EPO#5 - Time: Discretionary vs. Non-discretionary (Time Compression)
 - 6. EPO#6 - Communication – using the Behavioral Influence Stairway Model.
- c. Lesson 3 Objective: Communicating with People in Crisis: At the end of this lesson, the learner will be able to identify the best communication tool while maintaining a position of advantage.
 - i. Enabling Performance Objectives
 - 1. EPO#1 - Employ active listening.
 - 2. EPO#2 - Utilize empathy.
 - 3. EPO#3 - Establish rapport.
 - 4. EPO#4 - Utilize influence to provide options.
 - 5. EPO#5 - Achieve behavior change.

De-escalation: Strategies for Best Possible Outcomes- 8 Hour End User Course
Schedule of Instruction (Day 1)

Time	Topic	Methodology
8:00-8:15	Welcome and Housekeeping	Direct Instruction
8:15-9:00	Module 1: Introduction To De-escalation	Direct Instruction Small Group Discussion Video Analysis
9:00-9:10	BREAK	
9:10-10:00	Module 1: Introduction To De-escalation (Continued)	Direct Instruction Small Group Discussion Video Analysis
10:00-10:10	BREAK	
10:10-11:00	Module 2: Emotional Intelligence: Knowing Yourself so You Can Help Others	Direct Instruction Small Group Discussion Video Analysis
11:00-11:10	BREAK	
11:10-12:00	Module 2: Emotional Intelligence: Knowing Yourself so You Can Help Others (Continued)	Direct Instruction Small Group Discussion Video Analysis Self-Assessment
12:00-1:00	Lunch Break (On Your Own)	
1:00-1:50	Module 3: Persons in Crisis: A Law Enforcement Dilemma	Direct Instruction Video Analysis
1:50-2:00	BREAK	
2:00-2:50	Module 3: Persons in Crisis: A Law Enforcement Dilemma (Continued)	Direct Instruction Small Group Discussion Video Analysis
2:50-3:00	BREAK	
3:00-3:50	Module 4: Response Tactics for Best Possible Outcomes	Direct Instruction Small Group Discussion Video Analysis
3:50-4:00	BREAK	
4:00-4:45	Module 4: Response Tactics for Best Possible Outcomes (Continued)	Direct Instruction Small Group Discussion Video Analysis
4:45-5:00	Program Evaluation - Closing Remarks	

De-escalation:Strategies for Best Possible Outcomes- 16 Hour TTT Course
Schedule of Instruction (Day 1)

Time	Topic	Methodology
8:00-8:15	Welcome and Housekeeping	Direct Instruction
8:15-9:00	Module 1: Delivering Presentations That Stick	Direct Instruction Small Group Discussion Demonstration
9:00-9:10	BREAK	
9:10-10:00	Module 1:Delivering Presentations That Stick (Continued)	Direct Instruction Small Group Discussion Demonstration
10:00-10:10	BREAK	
10:10-11:00	Module 1: Delivering Presentations That Stick (Continued)	Direct Instruction Small Group Discussion Demonstration
11:00-11:10	BREAK	
11:10-12:00	Module 2: Designing Effective De-escalation Scenarios	Direct Instruction Small GroupExercise
12:00-1:00	Lunch Break (On Your Own)	
1:00-1:50	Module 2: Designing Effective De-escalation Scenarios (Continued)	Small Group Exercise Group Presentation
1:50-2:00	BREAK	
2:00-2:50	Module 3: 8 Hour End User Presentation- Enhanced Instruction	Direct Instruction
2:50-3:00	BREAK	
3:00-3:50	Module 3: 8 Hour End User Presentation- Enhanced Instruction (Continued)	Direct Instruction
3:50-4:00	BREAK	
4:00-5:00	Module 4: Presentation Preparation	Individual Exercise

De-escalation:Strategies for Best Possible Outcomes- 16 Hour TTT Course

Schedule of Instruction (Day 2)

Time	Topic	Methodology
8:00-8:15	Review Day 1 - Questions?	Direct Instruction
8:15-9:00	Written Examination	Written Assessment
9:00-9:10	BREAK	
9:10-10:00	Student Teach-Back Evaluations	Student Presentations
10:00-10:10	BREAK	
10:10-11:00	Student Teach-Back Evaluations	Student Presentations
11:00-11:10	BREAK	
11:10-12:00	Student Teach-Back Evaluations	Student Presentations
12:00-1:00	Lunch Break (On Your Own)	
1:00-1:50	Student Teach-Back Evaluations	Student Presentations
1:50-2:00	BREAK	
2:00-2:50	Student Teach-Back Evaluations	Student Presentations
2:50-3:00	BREAK	
3:00-3:50	Module 5: Implementation Strategies - Plan of Action	Direct Instruction Group Discussion
3:50-4:00	BREAK	
4:00-4:30	Module 5: Implementation Strategies - Plan of Action	Direct Instruction Group Discussion
4:30-4:45	Program Evaluation/Graduation/Closing Remarks	